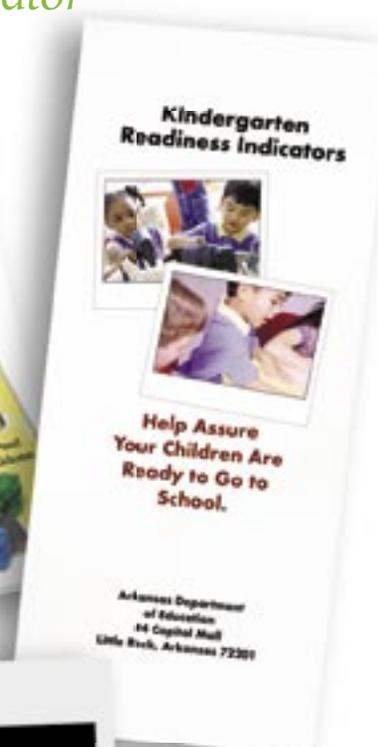
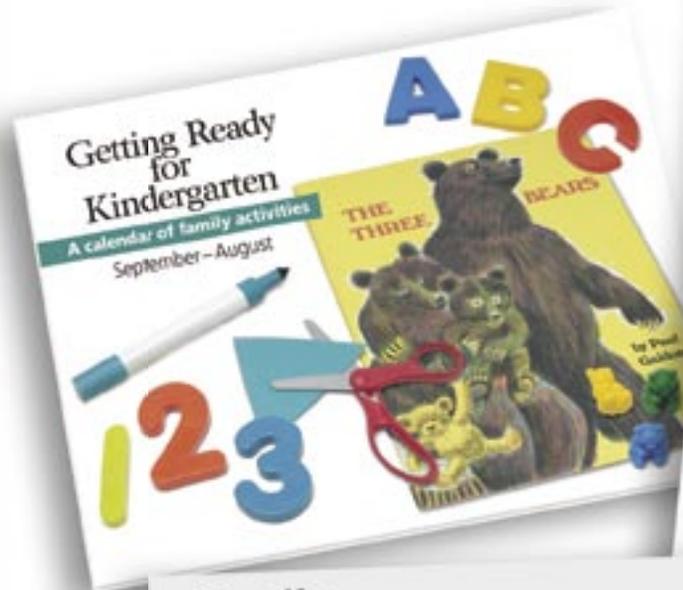


LINK

for Teachers

*Kindergarten Readiness Indicator
Checklist Instructional Link*



Qualls Early Learning Inventory

●
KRIC

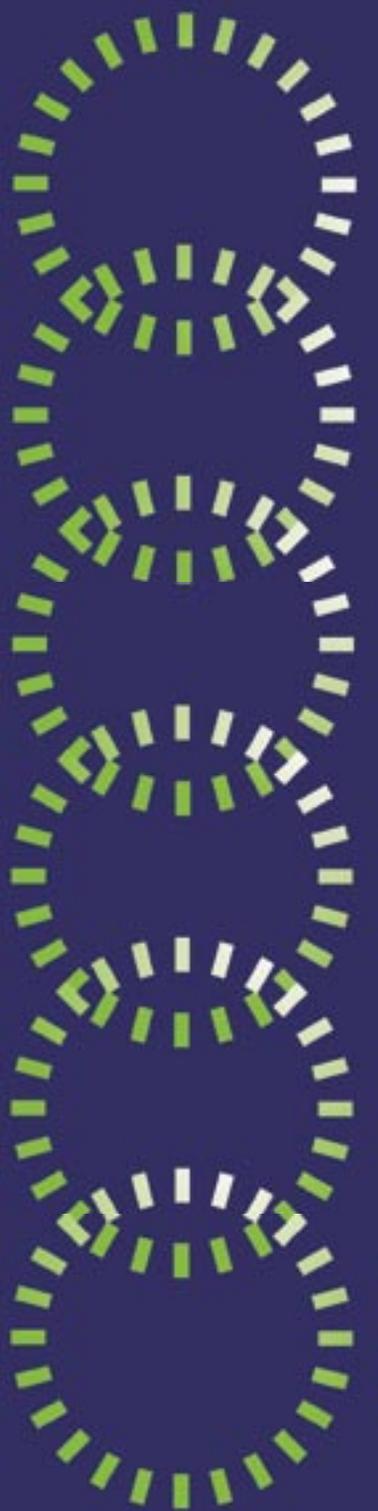
●
Calendar

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Benchmarks

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Frameworks

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Work Samplings

●
Head Start





KRIC Instructional Link for Teachers

Kindergarten Readiness Indicators Checklist



Introduction

The Arkansas Department of Education developed a Kindergarten Readiness Indicators Checklist (KRIC) in response to Legislative Act 825 enacted in 2003 by the Arkansas General Assembly. This list of thirty-eight (38) indicators identifies skills and knowledge that a child should have in order to be prepared for kindergarten. In support of the indicators, two publications have been developed:

- *Getting Ready for Kindergarten Calendar of Family Activities
- *Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children

The KRIC has now been expanded so that teachers can use the **LINK** as a tool for observing children's attainment of the indicators. The **LINK** includes an alignment with the Arkansas Early Childhood Education Benchmarks, Work Sampling Performance Indicators, Head Start Outcomes, and K-12 ADE Frameworks. The indicators have also been aligned with the Qualls Early Learning Inventory (QELI).

For each indicator, there are examples of what to look for to determine children's level of attainment of that indicator. Based on observations of the child's behavior, one of the following ratings is to be assigned:

- Not Yet – evidence of this skill is rarely or never seen
- Emerging – some evidence of this skill has been observed
- Consistently – the skill or behavior is one that the child has mastered and demonstrated consistently

A "Comments" section allows teachers to include information to support the rating assigned.

In order to assign a rating for each indicator, it will be necessary that teachers make observations throughout the day, including the following times:

- Large group activities
- Small group activities in areas such as Literacy (Read Aloud and Shared Reading, for example) and Math

- Child choice of learning center activities
- Gross motor activities (indoors and outdoors)
- Arrival and departure time
- Routines such as lunch and toileting

A video, *Getting to Know Children through Observation, is available to help teachers practice their observation skills.

As stated earlier, the Kindergarten Readiness Indicators Checklist (KRIC) has also been aligned with the Qualls Early Learning Inventory (QELI). This inventory is to be completed for each kindergarten child during the first few weeks of the school year. Information from the QELI is to be used to focus instruction and improve achievement in kindergarten.

The QELI is simply a list of items to be observed. The **LINK** lists the indicators, plus a number of examples of observable behaviors. These examples give teachers a focus for their observations of each child and a foundation for assigning a rating for each indicator.

Most items on QELI have been aligned with the indicators on the KRIC. This will enable kindergarten teachers to complete the **LINK** and transfer the information they recorded to the QELI.

To summarize, the KRIC Instructional **LINK** for Teachers is an instrument that is designed so that it can be used by both Pre-K and Kindergarten teachers.

*Resources available from the Arkansas Division of Child Care and Early Childhood Education (www.arkansas.gov/childcare)

- Video: Getting to Know Children through Observation
- Getting Ready for Kindergarten Calendar of Family Activities
- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children

Resources available from the Arkansas Department of Education <http://arkedu.state.ar.us>

- ADE K-12 Language Arts Curriculum Frameworks
- ADE K-12 Math Frameworks
- Kindergarten Readiness Indicators Checklist
- KRIC Instructional LINK for Teachers and Parents



Definitions

Early Childhood Benchmark (EC Benchmark)

A level of performance that can be supported through observations, descriptions and documentations of a child's performance or behavior, and by samples of a child's work. Some educators may also refer to these as "learner outcomes".

Work Sampling System (WSS)

Work Sampling System is an authentic performance assessment system. Its purpose is strengthen student achievement and motivation, assists teachers in instructional decision-making, and serves as an effective means for reporting children's progress to families, educators and the community.

Kindergarten Readiness Indicators (KRIC)

The Kindergarten Readiness Indicator Checklist (KRIC) is a list of skills that will give parents/guardians and teachers a place to begin in preparing the child for entering kindergarten. While mastery of any or all of these skills identified is not required for admission to kindergarten, these indicators will help children enter kindergarten with confidence.

ADE Curriculum Frameworks (ADE Frameworks)

The broad goals and standards of an entire system of education, while giving the local school district the freedom to develop a specific program to address the Framework for each grade level.

Qualls Early Learning Inventory (QELI)

Qualls Early Learning Inventory (QELI) is an observational tool for use in the primary grades to identify student development in six areas related to school learning. The Inventory observes behaviors developed in school so information from it can be used to focus instruction and improve achievement.

Head Start

Head Start and Early Head Start are comprehensive child development program which serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

Getting Ready for Kindergarten Calendar

The Family Calendar presents the kindergarten readiness indicators form the Arkansas Department of Education in "family friendly" language. The calendar runs from September through August.





KRIC Instructional *LINK* for Teachers

Child's Name _____ Date of Birth _____

Observation # 1 Date/Age _____	Person Observing _____
Observation # 2 Date/Age _____	Person Observing _____
Observation # 3 Date/Age _____	Person Observing _____

Observations/Notations:

KRIC Instructional LINK for Teachers

Kindergarten Readiness Indicator Checklist

I. Expressiveness and Language Comprehension

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
5.2	II.B.1	HS-LD	6	OV.1.K.3	<p>1. Uses effective oral communication skills and speaks in complete sentences;</p> <ul style="list-style-type: none"> • Uses sentences of five to six (or more) words; • Has almost adult like speech; • Can verbally express the highlights of the day; • Utters compound sentences with connecting words such as “and” and “but”; • Describes and discusses objects such as seashells or pinecones; • Describes what is happening in discussion pictures. 				
5.10	II.A.2	HS-LD	38	OV.1.K.5 OV.2.K.3	<p>2. Understands and follows directions with at least two steps;</p> <ul style="list-style-type: none"> • Follows directions that involve two steps (“Take off your coat and hang it up.”); • Tells about “Going to Wal-Mart, then to church and then home; • Retells a story, such as “<i>The Three Bears</i>”, in sequence; • Tells in sequence routine things (getting dressed in the morning or going to bed at night); • Follows directions in songs such as “<i>Hokey Pokey</i>”; • Tells, in order, the daily classroom schedule; • Puts photos of daily schedule in order. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.17	III.D.2	HS-LD HS-M	3 4	NO.1.K.7 A.4.K.1 G.10.K.1 M.13.K.3	<p>3. Understands vocabulary related to position, direction, size and comparison (like/different, top/bottom, first/last, big/little, up/down);</p> <ul style="list-style-type: none"> Follows a verbal direction (“Put the cup on the plate.”); Follows directions in activities with real objects. (“Put the beanbag on your head, behind your back, under your chin, up in the air and down on the floor.”); Retells stories, such as <i>“The Three Billy Goats Gruff”</i>, correctly identifying goats by size and saying which crossed over the bridge first, next and last; Tells how two objects are alike and different (Two balls are round, but one is big and is red and one is small and is blue.); Describes spatial relationships correctly (“The ball is under the table.”). 				
3.1	II.C.1	HS-L	7 9 11	OV.1.K.6 OV.1.K.8	<p>4. Makes simple predictions and comments about a story being read;</p> <ul style="list-style-type: none"> Looks at the cover of a book and predicts what the story is about; Predicts what will happen next in a story being read; Make comments about pictures and/or stories; Asks questions about aspects of story; Make predictions during science experiments; (Which objects will sink and which will float, or which objects hold water and which will not hold water.). 				

RESOURCES for Expressiveness and Language Comprehension:

- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children, Pages 6-7, www.arkansas.gov/childcare
- A Story a Month, *The Three Bears* and *The Three Billy Goats Gruff* www.arkansas.gov/childcare
- Read It Again! Experience the Joy of Reading Aloud with Children (Training Video/DVD, AR Division of Child Care and Early Childhood Education)

II. Approach to Learning/Cognition

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.4	II.C.3	HS-AL	4	R.10.K.7 R.11.K.10	5. Demonstrates visual discrimination skills by matching two like pictures in each of five sets of pictures; <ul style="list-style-type: none"> • Match pictures, colors or shapes in a Lotto or Bingo game; • Finds the match with pairs of cards such as Old Maid, Go Fish, or with pairs of teacher-made matching cards; • Match pictures, colors or number of dots on dominoes; • Separate and match socks by pairs in a collection of five or more pairs. 				
3.10	III.C.1 III.D.1	HS-AL	29	M1.1 A.4.K.2 A.4.K.1 R.11.K.10	6. Classifies (same/different, alike/not alike) objects by physical features, (shape, color, size); <ul style="list-style-type: none"> • Sorts objects such as crayons by color; • Finds the object that does not belong in a collection (two circles and one triangle); • Sorts colored bears into containers that are the same color as the bears; • Classifies shoes as to type (tennis shoes/sandals), by color or by shoe fasteners; • Puts away unit blocks by placing them on corresponding shape outline on block storage shelf. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frame-works	KRIC Indicators	Rating		Comments	
						Not Yet	Emerging	Consistently	
3.11	III.C.1	HS-M,S HS-AL	4	R.11.K.10	<p>7. Classifies objects conceptually (things that go together);</p> <ul style="list-style-type: none"> • Selects items that go together from a collection, such as crayons and paper, spoon and fork, doll and doll blanket; • Works two-piece puzzles of paired items in a set of puzzle match-ups, either commercial or made (hammer/nail, sock/foot, ball/bat); • Says which items in a collection, or in a set of pictures, belong together and explains why (fish, boat and duck can be found in water); • Tells what goes with an object such as scissors or pegboard (object can be shown). 				
3.12	III.C.2	HS-M	NA	<p>A.4.K.3</p> <p>A.4.K.6</p> <p>R.9.K.8</p> <p>R.10.K.5</p> <p>R.10.K.9</p>	<p>8. Recognizes, replicates or repeats a visual or auditory patterning sequence;</p> <ul style="list-style-type: none"> • Repeats auditory pattern such as step, step, jump – step, step, jump or clap, clap, pat – clap, slap, pat; • Repeats two-item or three-item visual pattern such as fork, spoon, fork, spoon, then fork, spoon, knife, fork, spoon, knife; • Extends a bead pattern created by another person; for example, red, green, blue; • Strings real beads, duplicating a pattern created on a card; • Creates own patterns with concrete objects such as Unifix Cubes, color links, color cubes, counting bears and pegs and pegboards. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.14	III.C.2 III.E.1	HS-M	27	NA	<p>9. Demonstrates the ability to correctly put in order or sequence up to three (3) pictures;</p> <ul style="list-style-type: none"> Retells a story such as <i>The Three Bears</i> in the order of events; Lines up three sizes of measuring cups from smallest to largest; Plays fishing game and puts caught fish in order from smallest to largest; Puts a set of sequence cards in order (1. planting seeds, 2. flowers growing, 3. picking flowers); Puts cards representing the daily classroom schedule in order. 				
5.5	II.A.3	HS-L	12	R.8.K.8 R.10.K.10 R.11.K.12	<p>10. Recites/participates/joins in repeating a familiar song/poem/finger play/nursery rhyme;</p> <ul style="list-style-type: none"> Joins with group in singing, saying nursery rhymes, poems and finger plays; Requests specific songs, finger plays or nursery rhymes during group time; Sings or says finger plays or nursery rhymes during play; Sings along with tape or CD of familiar songs; Look at charts of songs, poems, finger plays and nursery rhymes, and sings or says what is written on the chart. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.2	II.C.4	HS-L	12	OV.1.K.7 R.9.K.10 R.10.K.12	11. Retells a simple story after listening to a story with pictures; <ul style="list-style-type: none"> Participates in read aloud time, then retells the story, following the pictures in the book; Uses story figures on felt board to retell a story presented during read aloud time; Retells a story ("<i>The Three Bears</i>") using story props, such as three stuffed bears and three bowls of different sizes; Dictates a story such as "<i>Corduroy</i>" that has been presented during read aloud time. 				
4.6	VII.B.2	HS-M	NA		12. Works simple puzzles (up to 4 pieces); <ul style="list-style-type: none"> Works puzzles with and without knobs; Works puzzles with more and more pieces, from 3 to 25 pieces; Works puzzles outside the frame; Works floor puzzles; Works jigsaw puzzles. 				
3.10	III.C.1 III.D.1	HS-M	2	A.4.K.2	13. Identifies/points to five (5) colors; <ul style="list-style-type: none"> Identifies by color items found in a "feely" box or bag; Locates items by color when playing "I Spy Colors" game either indoors or outdoors; Names colors of fish caught while playing a fishing game; Tells the color of crayons or markers used in a drawing, the color of paints used at the easel, or the colors of beads on a string. 				

RESOURCES for Approach to Learning/Cognition:

- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children, Pages 8-11, www.arkansas.gov/childcare
- Purchased Materials: Color or Shape Lotto or Bingo; Old Maid or Go Fish Card Games; dominoes; color bears; two-piece puzzle match-ups; Unifix Cubes: color links; color cubes, pegs and pegboards; assorted puzzles.

III. Phonological Awareness and Print Knowledge

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating		Comments	
						Not Yet	Emerging	Consistently	
3.5	II.C.2 II.D.4	HS-L	1 14	R,1,1	14. Recognizes name in print when shown word cards; <ul style="list-style-type: none"> • Selects own name card from a group of five name cards; • Locates name card and places it in correct column of sign-in sheet on a pocket chart; • “Signs in” in right column of sign-in sheet on which is written each child’s name in left column; • Recognizes name on cubbie, locker or table, etc; • Recognizes name card as teacher takes attendance in circle time; • Selects own name card in writing center and attempts to copy. 				
3.7	II.C.3	HS-L	1	R.8.K.3 R.11.K.4	15. Points to and/or recognizes letters in name; <ul style="list-style-type: none"> • States, “That’s my name” when shown name card of another child whose name has same beginning letter; • States, “My name and Tina’s name start with a “T”; • States that letter on sign or chart that is same as beginning of own name is “My name”; • Points to letters in name during Shared Reading experience; • Points to letters in a book that appear in own name; • Uses magnetic alphabet letters to spell own name. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.6	II.D.1	HS-L	14	W.5.K.1	16. Attempts to write letters in own name; <ul style="list-style-type: none"> Writes first letter of own name on art work, etc, and says, "That's my name"; Selects own name card in writing center and attempts to copy; Attempts to write own name on sign-in sheet; Attempts to write own name on a get well card for a classmate. 				
	II.D.3		15	W.5.K.2					
3.8	II.C.2		16	R.10.K.2					
	II.D.2								
3.7	II.C.3 II.C.2	HS-L	NA	R.10.K.1 5 R.10.K.1 6 R.10.K.1 7	17. Recognizes environmental print or familiar signs in the child's environment; <ul style="list-style-type: none"> "Reads" learning center labels that contain both words and pictures; Requests adult to write a "Do Not Disturb" sign for block structure and tells another child what the sign says; Checks classroom job chart to find out whose job it is to set the table for lunch; Identifies traffic signs during play in the block center or in a book such as "<i>I Read Signs</i>" by Tana Hoban; "Reads" labels in environmental print books of favorite cereals or restaurants. 				
3.3	II.C.2	HS-L	5	R.8.K.6 R.8.K.2	18. Demonstrates book awareness, concepts of print (left to right and top to bottom), and book handling (holding book right side up while identifying the beginning and ending); <ul style="list-style-type: none"> Looks at book from front to back; Turns pages from front to back, looking at one page at a time; Shows cover of book when asking an adult to read to him/her; Points to words using a left to right progression when "reading" picture books; Demonstrates a hand sweep that has been modeled by adults. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
5.1	II.A.3	HS-L	NA	R.8.K.8 R.8.K.13 R.11.K.12	19. Identifies two words that rhyme/sound the same; <ul style="list-style-type: none"> Repeats familiar rhymes or changes either during circle or while playing; Completes the rhyme with the correct rhyming word when teacher pauses (cloze technique); Selects two objects that rhyme when shown an array of objects or pictures of objects (sock/rock, hat/cat); States a rhyming word when shown an object such as a spoon or hat; Makes up nonsense rhyming words. 				
3.7	II.C.3 II.C.2	HS-L	1	R.8.K.3 R.11.K.4	20. Recognizes 10 alphabet letter names, may include those in own name, by pointing to requested letter <ul style="list-style-type: none"> Looks at the alphabet chart independently and names some of the letters; Points to letters as requested by teacher during Shared Reading experience; Names letters in first name while attempting to write it; Names letters in own name on name card. 				
3.9	II.C.3	HS-L	NA	R.11.K.3 R.11.K.5 R.11.K.15	21. Makes 3 letter/sound matches; <ul style="list-style-type: none"> Places the letter "b" on a picture of a baby or book, the letter "h" on a picture of a hat or horse, the letter "d" on a pictures of a dog or duck, etc.; Locates pictures of objects and places on correct pages of alphabet book being developed by the class or by individual children; States that Sydni and Sam start with the same sound; Repeats alliteration tongue twisters such as <ul style="list-style-type: none"> - Matt makes muffins - Betty bought bouncing bunnies - Little lazy lambs laugh loudly - Seven silly squirrels squirm - Grace grinds green grapes. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
2.11	II.D.1 IV.A.3	HS-L	20	W.4.K.13 W.5.K.2 W.5.K.6	<p>22. Uses symbols or drawings to express ideas;</p> <ul style="list-style-type: none"> Announces that circle in a painting is the sun Puts facial features, arms and legs on drawing of a person; Makes a drawing with several people or objects; Incorporates alphabet letters into drawings; Tells about drawing; Asks adult to write child's comments about his/her drawing; Writes own name on drawing. 				

RESOURCES for Phonological Awareness and Print Knowledge:

- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children, Pages 12-14, www.arkansas.gov/childcare
- Purchased Materials: magnetic alphabet letters; *I Read Signs* by Tana Hoban; alphabet chart.

IV. Mathematics

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.14 3.15	III.C.2 III.E.1 III.B.1	HS-M	30	NO.1.K.1 NO.1.K.4 NO.1.K.5	<p>23. Counts number of objects in small group (up to 5);</p> <ul style="list-style-type: none"> • Holds up five fingers when teacher begins to say a finger play such as "<i>Five Little Monkeys</i>"; • Counts number of children present in a learning center; • Counts number of girls and/or number of boys present; • Counts number of napkins to place on each table for snack; • Counts number of fish caught in a fishing game; • Counts out five red bears from a basket of counting bears; • Counts beads on string or pegs in pegboard. 				
3.15	III.B.1	HS-M	30	NO.1.K.3 NO.1.K.2 NO.1.K.5	<p>24. Demonstrates an understanding of number (how many) and numeral relationship by placing correct number of objects to corresponding 0-5 numeral;</p> <ul style="list-style-type: none"> • Puts two-piece number/numeral puzzles together by counting number of objects on one piece and recognizing numeral on other piece; • Places correct number of counting bears or bottle caps on number cards; • Places correct number of objects on number stepping stones; • "Reads" recipe chart and uses the correct amount of ingredients; <p>Creates a number book by placing the correct number of cutouts or stickers on numbered pages.</p>				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
3.16	III.A.1 III.B.1	HS-M	30	NO.1.K.2 NO.2.K.2	<p>25. Demonstrates an understanding of addition and subtraction using manipulatives up to five;</p> <ul style="list-style-type: none"> • Holds up correct number of fingers as monkeys are subtracted in the finger play "<i>Five Little Monkeys</i>"; • Says how many characters are in a story such as "<i>The Gingerbread Man</i>"; after each character is added; • Answers "Three" when asked how many crackers he/she will have when given one more (already has two crackers); • Uses felt or magnetic figures to retell stories such as "<i>The Gingerbread Man</i>" or to sing songs such as "Six Little Ducks" or "Five Little Speckled Frogs"; • Says "Five" when asked how many trucks there will be when he/she and another child combine a group of two trucks and a group of three trucks. 				
3.14 3.15	III.C.2 III.E.1 III.B.1	HS-M	NA	NO.1.K.3 NO.1.K.4	<p>26. Arranges numerals in order 1-5;</p> <ul style="list-style-type: none"> • Arranges number cards in order; • Looks at number card provided by teacher and takes correct place in line with other children who are also holding number cards; • Places magnetic numbers in order on magnetic board; • Places fish caught in fishing game in numerical order (fish numbered 1, 2, 3, 4, 5); • Places numbered stepping stones in order; • Steps on correct numbered stepping stone when teacher asks, "What comes after 4?" 				

EC Bench- marks	Work Sampling	Head Start Outcomes	QELI	ADE Frame- works	KRIC Indicators	Rating			Comments
						Not Yet	Emer- ging	Consis- tently	
3.10	III.C.1 III.D.1	HS-M	24	G.8.K.3 A.4.K.2	<p>27. Identifies/points to three (3) shapes;</p> <ul style="list-style-type: none"> Groups felt shapes on felt board (circles together, triangles together, etc.); Recognizes shapes while playing shape bingo or lotto; Notices and names shapes in the environment (doors, windows, tables, and rugs); Says crackers served at snack are "round" or "square"; Creates collage from construction paper shapes and names shapes used; 				
3.14 3.15	III.C.2 III.E.1 III.B.1	HS-M	21	NO.1.K.1	<p>28. Counts in sequence 1-10;</p> <ul style="list-style-type: none"> Counts in sequence 1-10 upon request of teacher; Recites familiar counting rhymes, songs and finger plays ("One, two, buckle your shoe", "This Old Man", and "Johnny Works With One Hammer"); Fills in next number when teacher says "4, 5, 6..." 				
3.16	III.A.1 III.B.1	HS-M	29	NO.1.K.6 NO.1.K.8 NO.1.K.9 A.5.K.2	<p>29. Understands concepts of more and less up to five (5) objects;</p> <ul style="list-style-type: none"> Uses the words "more" and "less" correctly in conversation; Says who has "more" counting bears and who has "less" counting bears in a teacher-directed math activity; Says "more boys" when teacher says there are ten boys and eight girls present today; Participates in graphing number of people in each child's family and says which families have the most members, which have the least, and which have the same. 				

RESOURCES for Mathematics:

- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children, Pages 15-18, www.arkansas.gov/childcare
- A Story a Month, *The Gingerbread Boy* www.arkansas.gov/childcare
- Purchased Materials: counting bears; beads and strings; pegs and pegboards; number/numeral puzzles; number stepping stones; magnetic numbers; felt shapes and felt board; shape bingo or lotto

IV. Social/Emotional

EC Bench- marks	Work Sampling	Head Start Outcomes	QELI	ADE Frame- works	KRIC Indicators	Rating		Comments	
						Not Yet	Emer- ging		
3.26	V.A.1	HS-SED	1	NA	30. Identifies self as a boy or girl; <ul style="list-style-type: none"> • Refers to self as boy or girl; • Places own name card or photo in correct column of graph which has one column labeled Boys and one column labeled Girls; • Joins correct line when teacher directs all boys to form one line and all girls to form another line; • Sorts and classifies photos of self and classmates as “boys” and “girls”. 				
3.27	V.A.1	HS-SED	1	NA	31. Provides/states first and last name; <ul style="list-style-type: none"> • Says name in get acquainted activities, such as Hap Palmer’s “What is your name?”, during circle time; • Tells teacher name to write on art work; • Tells teacher first and last name to label photo in classroom album; • Tells teacher first and last name to include in an “All About Me” book; • Recognizes name card to which last name has been added and states both names when shown card; 				

EC Bench- marks	Work Sampling	Head Start Outcomes	QELI	ADE Frame- works	KRIC Indicators	Rating			Comments
						Not Yet	Emer- ging	Consis- tently	
3.27	V.A.1	HS-SED	1	NA	<p>32. Identifies parent's first and last name;</p> <ul style="list-style-type: none"> Creates drawing of family and tells teacher name of each family member in the drawing; Uses names of family members in conversation with adults and children in classroom; Tells teacher first and last name of family members to label family photos in "All About Me and My Family" book. 				
3.15	III.B.1	HS-SED	1	NA	<p>33. Identifies age;</p> <ul style="list-style-type: none"> Says "I'm this many" and holds up correct number of fingers; Says how old he/she is when asked; Says how old he/she will be on next birthday; Tells teacher his/her age to include in "All About Me" book; Tells date of birth. 				
1.2	VII.C.1	HS-SED	NA	NA	<p>34. Demonstrates independence in personal care;</p> <ul style="list-style-type: none"> Washes hands without assistance; Takes care of toileting needs; Brushes teeth without assistance; Finds and puts on own jacket, mittens and hat before going outdoors; Hangs up jacket or puts in cubbie upon arrival or after coming in from outdoors; Buttons/unbuttons, zips/unzips, snaps clothing. 				

EC Bench- marks	Work Sampling	Head Start Outcomes	QELI	ADE Frame- works	KRIC Indicators	Rating			Comments
						Not Yet	Emer- ging	Consis- tently	
1.11	I.B.3	HS-SED	NA	NA	35. Separates from parents by appearing comfortable and secure without a parent <ul style="list-style-type: none"> • Uses a routine, such as waving from a window or blowing a kiss goodbye, to manage the transition from home to classroom; • Says goodbye to parent without undue distress such as crying or clinging; • Shows pleasure at seeing teacher and other children on arrival; • Gets involved in classroom activities when parent has gone; • Says "See you tomorrow" to teacher and classmates at departure. 				

RESOURCES for Social Emotional:

- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children, Pages 19-20, www.arkansas.gov/childcare

VI. Physical Development

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Framework	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
4.8	VII.B.3	HS-PHD	NA	W.5.K.4 W.6.K.10	<p>36. Uses writing or drawing tools and scissors with control and intention</p> <ul style="list-style-type: none"> • Selects writing center or art center and uses tools and materials placed in the center; • Holds a pencil in a pincer grip; • Uses a crayon or marker with preferred hand while using the other hand for keeping the paper in place; • Copies shapes from a model or letters of own name; • Use dry erase markers to draw or write on dry erase board; • Draws with markers to create a pictures (self, family members, a house or dog); • Cuts on a line or around a large picture with scissors; • Uses scissors to cut out objects in own drawing. 				
4.8	VII.B.3	HS-PHD	NA	G.8.K.3	<p>37. Reproduces or copies a ____ (line), O (circle), X and +</p> <ul style="list-style-type: none"> • Makes a variety of lines and shapes in drawings; • Reproduces symbols listed above using cards teacher has created as a model; • Traces over symbols on card using dry erase markers; • Traces with fingers the symbols on a textured tracing card. 				

EC Benchmarks	Work Sampling	Head Start Outcomes	QELI	ADE Frameworks	KRIC Indicators	Rating			Comments
						Not Yet	Emerging	Consistently	
4.10	VII.A.2	HS-GMS	NA	NA	38. Demonstrates gross motor skills (hop, jump, run, catch and bounce ball);				
4.11	VII.A.1				<ul style="list-style-type: none"> • Hops several times on each foot; • Gallops with a smooth gait and relative ease; • Runs with control over direction and speed; • Jumps over a small object such as a line, string or low beam; • Skips, alternating feet; • Throws a beanbag or ball in intended direction; • Catches a ball or beanbag; • Tosses a beanbag into a bucket or basket; • Bounces a ball several times; • Kicks a stationary ball; • Walks along a line or on a low balance beam; • Pedals and steers a tricycle. 				

RESOURCES for Physical Development:

- Getting Children Ready for Kindergarten: A Guide for Teachers and Caregivers of Preschool Children, Pages 21-22, www.arkansas.gov/childcare
- Purchased Materials: scissors; pencils; crayons; markers; dry erase markers and dry erase board; bean bag; ball; balance beam; tricycle

Observation/Comments





Parent and Teacher Conference Tips

The purpose of Parent and Teacher Conferences is for the teacher to meet with parents on a regular basis to discuss ways to help the child do his or her very best in school. The goal of the conference is to provide assistance and information to enhance a positive school experience.

- Contact the parent in plenty of time to arrange a convenient and flexible meeting time.
 - Always greet parents warmly at the door and accompany parents to a place where you can sit together and converse.
 - Start the conference by showing that you care and know something about the child.
 - Parents come to the conference in hopes that you can see their child's best interest.
 - Use materials from the student's work folder to demonstrate progress or show parents concretely what a student needs to do to improve.
 - Use positive and nonverbal behavior. Listen reflectively and maintain good eye contact.
 - Allow time for the parent an opportunity to ask a question or voice a concern or share positives about their child.
 - Limit the educational jargon or acronyms. This can have a chilling effect on parent communications.
 - Encourage parents to volunteer and be a part of the child's classroom activities and school.
 - Explain the value of high expectation and communication from home.
 - Share with the parent the child's strengths first, then the areas that appear weaker.
 - Share with parents if the child has demonstrated any sudden changes in behavior such as squinting, tiredness or moodiness that may be signs of physical or other problems.
 - What types of tests are being done and what do the tests tell about the child's progress.
 - If the child is having difficulties, attempt to find solutions instead of making excuses.
 - End positively, with a proactive message that parents know their support is needed and appreciated.
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Resources

Arkansas Department of Education Special Education <http://arksped.k12.ar.us/>
Arkansas Division of Child Care and Early Childhood Education <http://www.accessarkansas.org/childcare>
Centers For Effective Parenting http://www.archildrens.org/resources/center_parenting.asp
Arkansas Head Start <http://www.arheadstart.org>
Arkansas HIPPY http://www.archildrens.org/community_outreach/hippy.asp
Arkansas Even Start <http://arkedu.state.ar.us>
Arkansas Children's Hospital <http://www.archildrens.org>
University of Arkansas Extension Service <http://www.kidsarus.org>
United States Department of Education <http://www.ed.gov>
School of the 21st Century Schools <http://www.yale.edu/bushcenter/21C/index2.html>
21st Century Community Learning Centers <http://arkedu.state.ar.us/21stCCLC/Pages/index.htm>
Arkansas Educational Television Network <http://www.aetn.org/>
National Center For Family Literacy <http://www.famlit.org/>



Project Partners



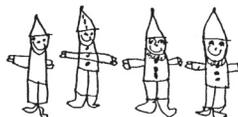
Arkansas Special Education



Division of Child Care and Early Childhood Education



Arkansas Department of Education



Early Childhood Services, Inc.